DOCUMENT RESUME

ED 037 263 RC 004 137

TITLE	Communication Skills Program.
INSTITUTION	Markham Elementary School, Pompano Beach, Fla.
PUB DATE	[67]
NOTE	69p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.55
DESCRIPTORS	*Communication Skills, Creative Writing, *Elementary Grades, *Evaluation, Handwriting Skills, *Individualized Instruction, Language Programs, Listening Skills, *Migrant Child Education, Objectives, Reading Achievement, Reading Programs, Speech Skills
IDENTIFIERS	Florida

ABSTRACT

The communications program developed by Markham Elementary School personnel of Pompano Beach, Florida, is planned so as to utilize fully the diagnostic and team approach to learning. Instruction in communications skills (reading, listening, speaking, writing, handwriting, and spelling) is structured by sequential achievement phases which allow the migrant child to start where his abilities best qualify him and to proceed at his own pace. The document contains a complete set of forms for evaluating the student at each phase of instruction to determine if he is ready to advance to more complex skills in the sequence. (BD)

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ED037263

Communication Skills Program

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RC004137

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A C K N O W L E D G M E N T S

This document represents the cooperative efforts of a sincere, dedicated Markham staff. Special recognition is due Mrs. Marion Crawford and Miss Jerelean Miller, who served as coordinators of the 1967 Markham Pre-Service Workshop when the initiation of this continuum production began.

The cooperation of the staff of the Broward County Reading Clinic is also deserving of special acknowledgment.

We are aware that this is a mere beginning; yet, we feel it only fitting and proper to pause at this juncture to give recognition to the cooperative, enthusiastic spirit of the Markham staff and other contributors.

B. F. Stephenson, Principal

Mae B. Golden, Consultant

COMMUNICATIONS SKILLS

Overview

An effective language program should have two basic aspects: The ideas that the child wishes to express, and techniques and skills that facilitate expression of those ideas. These are the "what" and "how" of communicating. Such a program provides for the intake, or listening and reading whereby the child acquires ideas; and the outgo, or speaking and writing means by which he communicates.

These major phases of the language arts ". . . are closely related to one another and to many aspects of human development." This interacting relationship, reciprocal or spiral, makes it readily apparent that no language arts skill is an island. The belief that instruction in one phase of language arts has multiple values, fortunately, for other phases has lead those responsible for building academic programming in this area to depart from the traditional pattern of teaching spelling as a separate entity, although the skills will be stressed in connection with reading instruction.

It is recognized that communications skills are tools needed by each child in everyday living, that numerous causal factors operate in culmination of inadequacies identified in this sphere, and that inability to communicate effectively may prove to be seriously detrimental to the child educationally, socially, and vocationally.

The Communications Program at Markham is planned so as to utilize fully the diagnostic and team approach to learning. Special emphasis will be placed upon providing continuous and varied rich experiences of a direct and indirect nature rather than segmented memorization in isolated settings. Every effort will be made to help each student grow in his power to perceive, determine meaning, recognize, analyze, and interpret the spoken and written word so that he might choose from a broad functional vocabulary as he attempts to convey his exact thoughts as well as comprehend those of others in the world around him.

Language instruction at Markham will be multidisciplined and multi-professional with flexibility enough for adjustment to meet the needs and interests of each of its pupils.

Statement of General Procedures

The child who is developing physically and emotionally at the so called "normal" rate learns first to listen to language, later to speak, next to read, and last of all to write sequentially. Therefore, communication skills, the basic tools in all areas of learning, requires a strong instructional program with carefully planned procedures to insure the teaching of these various skills in proper sequence.

At Markham School, each child will be realistically appraised and consideration will be given to his horizontal and longitudinal profile needs as well as his continuum of learning. This will enable the student to begin work in the best environment, at his own level, and move through a multiphased vertical progression program to reach his fullest potential in terms of academic achievement and quality of learning.

The most recent and effective teaching methods, differentiated assignments, diversified uses of instructional materials, and wholesome guidance will be employed in order to make learning a successful and enjoyable venture.

Evaluation, directly related to the goals established, will be of a continuous daily nature. Stress will be placed upon this type of analysis hopefully, by the individual student, student groups, and the teachers in an effort to improve possibilities of individualizing instruction and developing an excellent over-all program in communications skills.

Below is a breakdown of phases in the following areas according to the reading program:

Reading	Listening	Speaking	Creative Writing	Handwriting
Phase I	I	I	I	I
Phase II	II	"	"	"
Phase III	"	"	"	II
Phase IV	III	II	II	"
Phase V	"	"	"	"
Phase VI	IV	"	"	"
Phase VII	"	"	"	"
Phase VIII	V	III	III	III
Phase IX	"	"	"	"
Phase X	VI	"	"	"

C O M M U N I C A T I O N S S K I L L S

READING

PHASES I & II

Pupil's Name _____

Beginning Date _____

Completion Date _____

Standards of Achievement in Reading for

Phase I

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
I. Show ability in using perception skills	A. Discriminate visually	
	1. Use picture clues	_____
	2. Recognize color, size and shape	_____
	3. Differentiate likenesses and differences in letters, words and objects	_____
	4. Use left to right eye movement	_____
	5. Classify objects into specific groupings	_____
	6. Assemble parts to the whole	_____
	7. Show an interest in words	_____
	8. Recognize own name in print	_____
	9. Associate pictures, words and ideas	_____
	B. Discriminate auditorily	
	1. Reproduce and pronounce two and three syllable words	_____
	2. Hear number of sounds in spoken words	_____
	3. Hear differences in words	_____
	4. Hear length of word (short or long)	_____

Code:
✓1 - Skill accomplished
X 2 - Skill introduced but not mastered
3 - Areas left blank indicate skills not introduced

5. Identify and hear rhyming and opposite words _____

6. Identify unusual words _____

7. Discriminate tone, pitch, and cadence _____

II. Show ability in comprehension

A. Maintain sequential order

1. Retell nursery rhymes _____

2. Retell main idea of simple stories _____

3. Arrange pictures in story sequence _____

B. Follow oral directions

C. Interpret story content

1. Select main idea in story _____

2. Use various media for interpreting story--drama, puppetry, etc. _____

D. Locate information

1. Organize and select material _____

2. Classify information (Animals-farm, zoo, etc.) _____

III. Handle books correctly

A. Turn page correctly

1. Begin at front _____

2. Begin on left hand of page _____

IV. Express himself orally with some degree of confidence

A. Express himself spontaneously

1. Remember five-word sentence _____

2. Make up simple ending for stories _____

3. Use new words _____

V. Exemplify attitudes, interests and appreciations in reading

A. Like nursery rhymes and poems

1. Exhibit a desire to look at pictures in books _____

2. Tell stories from pictures _____

3. Show attentiveness for a sufficient period of time _____

Standards of Achievement in Reading for

Phase II

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Show ability in using perception skills	A. Discriminate visually	
	1. Recognize basic sight words in story content	_____
	2. Identify names of letters and able to reproduce sounds	_____
	3. Identify names of numbers	_____
	B. Discriminate auditorily	
	1. Associate the sound of the printed symbol and apply in independent word attack	_____
	2. Discriminate between initial, medial, and final consonant sounds	_____
	3. Use rhyming and opposite words	_____
	4. Identify and reproduce numbers	_____
II. Show ability in comprehension	A. Maintain sequential order	
	1. Organize ideas	_____
	2. Arrange printed sentences in sequence	_____
	B. Interpret story content	
	1. Exercise judgment in evaluating the action of a story (sad, happy, etc.)	_____

2. Use descriptive words in relating experiences _____

3. Sense a phrase or line before reading aloud _____

4. Dramatize stories read _____

5. Illustrate stories read _____

6. Tell a previously read story _____

C. Follow written directions

D. Locate information

1. Maintain and further previous skills _____

2. Coordinate hand and mind as he begins to think logically _____

III. Read silently and orally

A. Use correct pronunciations

B. Use correct phrasing (not word-by-word)

C. Use good posture and handle books appropriately

D. Use proper tone quality to convey meaning

E. Understand simple punctuations

1. period (.) _____

2. comma (,) _____

3. question mark (?) _____

4. exclamation mark (!) _____

IV. Exemplify attitudes, interests, and appreciations in reading

A. Enjoy reading for pleasure

B. Exemplify a desire to read

C. Enjoy being read to

D. Seek outside reading

V.	Exhibit iniative, pride, and resourcefulness in workmanship	A. Maintain and further skills previously taught	_____
		B. Listen and follow directions	_____
		C. Show growth in self-direction	_____

C O M M U N I C A T I O N S S K I L L S

READING

PHASES III & IV

Pupil's Name _____

Beginning Date _____

Completion Date _____

Standards of Achievement in Reading for

Phase III

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
I. Show ability in using perception skills	A. Discriminate visually	
	1. Continue and refine skills developed in previous phase	_____
	2. Recognize capital and small letters at the beginning of words	_____
	3. Recognize single initial consonants	_____
	4. Identify vowels	_____
	5. Identify sounds of initial consonant blend	_____
	6. Identify vocabulary found in pre-primers	_____
II. Show ability in comprehension	A. Understand that printed symbols represent objects or actions	_____
	B. Verify statements	_____
	C. Draw conclusions from given facts	_____
	D. Recall what has been read	_____
	E. Place events in sequence	_____
	F. Find specific information	_____

III. Read silently and orally	A. Read without vocalizations		
		1. Lip movement	_____
		2. Whispering	_____
	B. Read without head movement		_____
	C. Read with voice and intonation to give meaning		_____
	D. Understand and use simple punctuations		_____
IV. Exemplify attitudes, interests, and appreciations	A. Continue and refine previous skills		_____
	B. Seek outside reading for fluency and general information and interest		_____
V. Exhibit initiative, pride, and resourcefulness in workmanship	A. Use good posture and handle books appropriately		_____
	B. Make wise use of library facilities for recreational reading		_____

Standards of Achievement in Reading for

Phase IV

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals		Evaluation
	Continue and refine previous phase	
I. Show ability in word recognition skills	A. Vocabulary	
	1. Recognize 220 Dolch Basic sight words	_____
	2. Use word form clues	_____
	3. Differentiate between	
	a. synonyms	_____
	b. antonyms	_____
	c. homonyms	_____
II. Demonstrate the ability to use phonetic and structural word analysis	A. Phonetic Analysis	
	1. Recognize and use correctly, contractions	_____
	2. Make use of long and short vowel sounds and the principles that govern their use	_____
	3. Recognize and make sounds of initial consonant blend	_____
	B. Structural Analysis	
	1. Understand and use root words	_____
	2. Know endings	_____
	ed sound as "ed" in wanted ed sound as "ed" in moved ed sound as "ed" in liked	

		3. Recognize length of word	_____
		4. Notice double letters	_____
		5. Recognize familiar parts in words	_____
III.	Read with comprehension	A. Associate text with pictures	_____
		B. Recall what has been read	_____
		C. Remember where to find answers to questions	_____
		D. Draw conclusions	_____
		E. Predict outcomes	_____
		F. Interpret story content	
		1. Follow plot sequence	_____
		2. Transfer knowledge gained from reading related ideas and experiences	_____
		G. Locate information by use of	
		1. table of contents	_____
		2. titles	_____
		3. page number	_____
IV.	Demonstrate the ability to read orally	A. Read with expression	_____
		B. Read fluently	_____
		C. Read so the listener enjoys the story	_____
		D. Read clearly and distinctly	_____
V.	Exhibit iniative, pride, and appreciations in reading	A. Exhibit a more sophisticated use of multi-media	_____
		B. Take pride in the quality of his work	_____

C O M M U N I C A T I O N S S K I L L S

READING

PHASES V & VI

Pupil's Name _____

Beginning Date _____

Completion Date _____

Standards of Achievement in Reading for

Phase V

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate an adequate knowledge of vocabulary skills	A. Recognize and make adequate use in both speech and writing of 220 Dolch Basic Sight Words	_____
	B. Recognize words on signs, boxex, TV, etc.	_____
	C. Recognize compound words	_____
	D. Recognize prefixes and suffixes	_____
	E. Demonstrate a knowledge of an extended vocabulary	_____
	F. Visualize similarity of rhyming words	_____
II. Demonstrate ability to use phonetic and structural analysis	A. Phonetic analysis	
	1. Recognize and use initial, medial, and final consonant blends and diagraphs	_____
	2. Recognize silent vowels in one-syllable words	_____
	3. Apply the silent "e" principle	_____
	4. Recognize and make sound of three letter blends--str, sch, spl, chr, thr	_____
	5. Understand function of "y" as a consonant at beginning of word and vowel anywhere else	_____

6. Say and use short vowel sounds (a, e, i, o, u) _____

7. Say and use long vowel sounds _____

B. Structural analysis

1. Make use of possessives _____

2. Change words by adding s, es, ed, ing, er, est _____

3. Change words by dropping "final e" and adding ing _____

4. Change words by doubling the consonant before adding ing _____

5. Change y to i before adding es _____

6. Disconnect printed fi and fl (fish and fly) _____

II. Read with comprehension and accuracy

A. Evidence what is read by:

1. Verifying information _____

2. Drawing logical conclusions _____

3. Relating events in sequential order _____

4. Seeing relationships _____

5. Following directions _____

6. Finding main ideas _____

7. Classifying items _____

B. Gain independence in thinking through what is read _____

C. Interpret story content _____

1. Determine proper source to obtain information _____

2. Use technique of skimming _____

III. Demonstrate the ability to read orally

A. Show consistent growth in oral reading; having:

1. pleasant voice _____
2. adequate volume _____
3. accurate pronounciation _____
4. listener in mind _____
5. clear and distinct enunciation _____

IV. Exhibit proper attitudes, interests, and appreciations

A. Show an interest in art media in relating reading experiences _____

B. Enjoy reading for pleasure

1. Derive satisfaction and joy from opportunity _____
2. Share experiences _____
3. Show interest in library books _____

V. Exhibit initiative, pride, and resourcefulness in workmanship

A. Accept responsibility for his possessions and actions _____

B. Listen and follow directions _____

Standards of Achievement in Reading for

Phase VI

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate an adequate knowledge of vocabulary skills	A. Show ability in word recognition	
	1. Recognize and use Dolch 220 Sight Words as well as words connected with daily living	_____
	2. Pronounce all initial consonant sounds (single sounds and blends up to first vowel in word)	_____
	3. Read all common contractions	_____
	B. Show ability in getting word meaning	
	1. Supply synonyms, antonyms, and homonyms	_____
	2. Understand use of elementary school dictionary to find word meaning	_____
	3. Acquire experience to increase speaking and reading vocabulary	_____
	4. Recognize and use multiple meanings	_____
II. Read with comprehension and accuracy	A. Interpret and evaluate information	
	1. Make inferences	_____
	2. Draw conclusions	_____
	3. Determine the mood, tone, and theme	_____

4. Distinguish between fact and fiction _____

5. Distinguish between cause and effect _____

6. Make contrast and comparisons _____

B. Organize and use information

1. Follow written directions _____

2. Classify ideas _____

3. Arrange ideas and events in sequence _____

4. Make simple outlines _____

5. Write simple summaries _____

6. Recall facts _____

7. Solve simple problems _____

C. Locate information

1. Determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.) _____

2. Use technique of skimming _____

3. Use simple maps and charts _____

D. Alphabetize words by first three letters

III. Demonstrate the ability to use phonetic and structural word analysis

A. Understand and apply vowel rules such as:

1. vowel in one syllable word is short where it comes at the beginning of the word or is the only vowel between two consonants _____

2. vowel in syllable or word ending in e is long _____

3. two vowels together, first is long and second short _____

B. Demonstrate a knowledge of possessive forms such as:

1. C followed by i, e, y, makes S sound _____

2. C followed by a, o, u, makes K sound _____

3. G followed by a, o, u, makes guh sound _____

4. Silent letters in kn, wr, gn _____

C. Understand and employ the following syllabication rules:

1. There are usually as many syllables in a word as there are vowels _____

2. Where there is a single consonant between two vowels, the vowel goes with the first syllable _____

3. When there is a double consonant, the syllable break is between the two consonants and one is silent _____

D. Hyphenate words using syllable rules

E. Understand use of primary accent mark

F. Accent first syllable, unless it is a prefix, otherwise accent second syllable

IV. Read well orally

A. Read with a pleasing voice quality _____

B. Read to convey meaning to listener _____

C. Read orally in rhythmic, expressive, fluent manner _____

V. Exhibit proper attitudes, interests, and appreciations

A. Enjoy reading for pleasure

1. Appreciate wit and humor _____

2. Derive satisfaction and joy from opportunity of sharing experiences _____

B. Increase use of the library

VI.	Exhibit initiative, pride, and resourcefulness in workmanship	A. Assume iniative in finding related things to do
		B. Grow in ability to evaluate his work

C O M M U N I C A T I O N S S K I L L S

READING

PHASES VII & VIII

Pupil's Name _____

Beginning Date _____

Completion Date _____

Standards of Achievement in Reading for

Phase VII

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
	Continue and refine previous phase	
L. Demonstrate an adequate knowledge of vocabulary skills	A. Show ability in word recognition	
	1. Recognize and use new words in content field	_____
	2. Recognize similarities of known words such as:	
	a. Compound	_____
	b. root words	_____
	c. prefixes and suffixes	_____
	d. plurals	_____
	e. hyphenated words	_____
	f. contractions	_____
	3. Recognize unusual characteristics of words	_____
	B. Show ability in getting word meaning	
	1. Get meaning from context	_____
	2. Use new words in sentence to show meaning	_____
	3. Identify and use the following punctuations:	
	a. italics	_____
	b. quotations	_____
	c. comma	_____
	d. parenthesis	_____
	e. exclamation marks	_____

4. Use map skills _____

5. Know word pronouns and their use _____

6. Select descriptive and figurative words and phrases _____

II. Demonstrate the ability to use phonetic and structural word analysis

A. Interpret phonetic respelling as an aid to pronounciation

B. Divide words into syllables according to commonly accepted rules such as:

1. Each syllable must contain a vowel and single vowel can be a syllable _____

2. Suffixes and prefixes are syllables with meaning of their own _____

3. The root word is not divided _____

4. If the first vowel is followed by a single consonant, the first syllable usually begins the second syllable (a go) _____

5. If the first vowel is followed by two consonants, the first syllable usually ends with the first consonant (sten cil) _____

6. If a word ends in le preceded by a consonant, that consonant begins the last syllable _____

7. The letter x always goes with the preceding vowel to form a syllable (ex it) _____

8. The letters ck go with the preceding vowel and end the syllable (duckling) _____

C. Understand accent clues such as:

1. The first syllable is usually accented, unless it is a prefix _____

2. Beginning syllables de, re, be, in, and a are usually unaccented _____

3. Endings that form syllables are unaccented (sun ning) _____

4. ck following a single vowel is accented (rack et) _____

D. Pronounce and use the following vowel teams:

ee au oi ea aw oy
ai ay oa ou oo ow

E. Review vowel rules

III. Read with comprehension and accuracy

A. Find main idea in the paragraph _____

B. Select the correct title for materials read _____

C. Identify key words and topic sentences _____

D. Associate pictures with ideas, ideas and words, and characters with descriptions _____

E. Interpret, evaluate, organize and use information _____

1. Interpret feeling of character _____

2. Arrange and relate ideas in sequence _____

3. Use imagination and predict outcomes. _____

4. Note relationship _____

5. Differentiate between truth and untruth, sense and nonsense _____

6. Find similarities and differences _____

7. Select ideas to remember _____

8. Classify ideas and objects _____

9. Make inferences _____

10. Make outlines _____

F. Locate information

1. Use various parts of a book, such as

a. the title page _____

b. the main topic and sub-topic _____

c. the index _____

d. maps and illustrations _____

2. Use dictionary for diacritical marks and phonetic spelling _____

IV. Adjust technique and rate of reading to purpose

A. Skim for information

B. Read rapidly

1. to get gist of the material _____

2. to locate specific information _____

C. Read carefully for details

V. Read well orally

A. Review and further previously taught skills _____

B. Employ an eye voice span of three words _____

Standards of Achievement in Reading for

Phase VIII

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate an adequate knowledge of vocabulary skills	A. Show ability in word recognition	
	1. Increase sight vocabulary	_____
	2. Use word-form clues	_____
	3. Use contextual clues	_____
	B. Show ability in getting word meaning	
	1. Build mental picture through words	_____
	2. Construct definition of words	_____
	3. Use glossary to check word meaning	_____
	4. Use the dictionary to check word meaning	_____
	5. Interpret compound and hyphenated words	_____
	6. Apply common prefixes to known words	_____
	7. Use common suffixes with known words	_____
	8. Use synonyms in writing and speaking	_____
	9. Interpret heteronyms	_____
	10. Understand form for comparing adjectives	_____

11. Interpret multiple meaning to words _____

II. Demonstrate the ability to use a phonetic and structural word analysis

A. Phonetic analysis

1. Review phonetic skills _____

a. Single consonants and blends _____

b. Short and long vowels _____

c. Vowel teams _____

2. Review Vowel rules _____

3. Use the phonetic spelling that follows in parenthesis each word in the dictionary _____

B. Structural analysis

1. Recognize opened and closed syllables as a clue to word attack and apply vowel rules to them _____

2. Apply rules of syllabication to pronounce words and to spell them _____

3. Interpret diacritical marking for long and short vowels in accented syllables _____

C. Understand and use the dictionary and glossary

1. Review order of letters in alphabet _____

2. Review the alphabetical arrangement of words _____

3. Understand the division of dictionary to determine in which ⅓ or ¼ the word may be found _____

4. Interpret the meaning and use of the pronounciation key given at the bottom of every page _____

5. Select the meaning which fits best according to the context in which the word is used _____

6. Understand the meaning and use of guide words _____

7. Understand the meaning and use of the secondary accent mark _____

III. Read with comprehension and accuracy

A. Find the main idea

1. Summarize

2. Identify key words and topic sentences _____

3. Choose title for material read _____

B. Find details

1. Find specific information _____

2. Interpret descriptive words and phrases _____

3. Selects facts to remember _____

4. Select facts to support main idea _____

5. Use study guides, charts, outlines _____

6. Verify answers _____

7. Arrange ideas in sequence _____

C. Read Creatively

1. Interpret story ideas (generalize) _____

2. See relationships _____

3. Identify the mood of a reading selection _____

4. Identify author's purpose _____

5. Identify character traits _____

D. Outline formally

1. Show form of
   a. Main ideas (I,II,III) _____
   b. Subordinate ideas (A,B,C) _____
2. Talk from an outline _____

IV. Read well orally

A. Review previously taught skills _____

B. Dramatize portions of the story _____

C. "Televise" or give radio version of the story incidents _____

C O M M U N I C A T I O N S S K I L L S

READING

PHASES IX & X

Pupil's Name_____

Beginning Date_____

Completion Date_____

Standards of Achievement in Reading for

Phase IX

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate an adequate knowledge of vocabulary skills	A. Show ability in word recognition	
	1. Recognize vocabulary in content areas (Social Studies, English, Arithmetic, Science)	_____
	2. Identify words from appearance	_____
	3. Exhibit skill in using the phonetic approach to unlock new words	_____
	B. Show ability in getting word meaning	
	1. Interpret word meaning	_____
	2. Understand semantics	_____
	3. Make use of abstract meanings of words	_____
	4. Use figurative and colorful expressions	_____
	5. Interpret colloquial speech	_____
II. Show competence in use of word attack skills	A. Phonics skills	
	1. Show the following understandings of syllabication	
	a. Each syllable must contain a vowel and a single vowel can be a syllable	_____

b. The root or base word is a syllable and is not divided. _____

c. Blends are not divided. _____

d. Suffixes and prefixes are syllables. _____

e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant. _____

f. If a vowel in a syllable is followed by only one consonant, the syllable usually ends with a vowel. _____

g. If a word ends in le, the consonant just before the l begins the last syllable _____

h. When there is an r after a vowel, the r goes with the vowel to make the "er" sound _____

2. Review long and short vowel sounds _____

3. Show the following understanding of accents _____

a. In a word of 2 or more syllables, the first syllable is usually accented unless it is a prefix

B. Dictionary Skills

1. Alphabetize

a. Understand the division of dictionary into thirds and quarters. _____

b. Classify words by second, third, and fourth letters. _____

2. Use a dictionary

   a. Recognize and learn abbreviated parts of speech as n. = noun; v. = verb; adj. = adjective; adv. = adverb _____

   b. Learn the preferred pronounciation _____

3. Use guide words _____

4. Interpret diacritical markings _____

5. Interpret phonetic respelling _____

6. Interpret key to pronounciation

7. Use cross references _____

8. Interpret plurals (regular and irregular) _____

9. Recognize and use correct verb tenses (present, past, and future) _____

10. Understand and use comparative and superlative adjectives (bad, worse, worst) _____

11. Compare dictionary with encyclopedia for differences in material

C. Glossary skills

1. Use guide words _____

2. Find meanings to understand what is being read _____

III. Read with comprehension and accuracy

A. Locate information

1. Use the table of contents

   a. Examine tables of contents of several books _____

b. List titles and use table of contents to locate pages _____

2. Examine books to find: title page, pictures, key, guide words, publisher, copyright year _____

B. Use reference materials

1. Examine atlas to find answers for questions on location, size, direction and distance

2. Use the map to explain latitude and longitude, locate places (streets, states, countries, continents, bodies of water, etc.) _____

3. Read and interpret time tables _____

4. Use magazines and newspapers to supply more recent information than textbook could contain _____

5. Use the card catalogue with skill _____

6. Use a telephone directory

C. Read to organize

1. Outline

2. Use roman numerals and letters _____

3. Evaluate and summarize material _____

4. Differentiate facts from opinions _____

5. Form opinions _____

6. Follow directions _____

C. Read to organize

1. Outline _____

2. Use roman numerals and letters _____

3. Evaluate and summarize material _____

4. Differentiate facts from opinions _____

5. Form opinions _____

6. Follow directions _____

D. Read for appreciation

1. Form sensory impressions _____

2. Derive pleasure _____

3. Understand characters

a. physical appearance _____

b. emotional make-up _____

IV. Demonstrate ability to read verbally, printed and written material

A. Successfully pronounce unfamiliar words _____

B. Recognize and pronounce words with speed and accuracy _____

C. Interpret the mood and meaning of the selection _____

D. Interpret marks of punctuation accurately _____

E. Express emotion sincerely _____

F. Select material that is interesting to his audience _____

G. Read in phrase units _____

H. Read with poise and self-confidence _____

I. Dramatize portions of the story _____

J. Verify answers to questions _____

K. Use a correct but relaxed standing or sitting position _____

L. Interpret the organization of text

1. Main thought in the paragraph _____

2. Main events in sequence _____

3. Main heads and subheads in outline _____

4. Directions for carrying out an activity _____

Standards of Achievement in Reading for

Phase X

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate an adequate knowledge of vocabulary skills	A. Show ability in word recognition	
	1. Understand how a word is used in a sentence	_____
	2. Know the function of the word	_____
	3. Give visual impressions of words	_____
	4. Detect rhyming clues	_____
	B. Learn and use meaning of all commonly used prefixes and suffixes	_____
	C. Show ability in getting word meaning	
	1. Use multiple meanings	_____
	2. Associate words and feelings	_____
	3. Understand and use formal and informal language	
	a. Speech pattern	_____
	b. Level of language usage	_____
	4. Recall words	
	a. Aided	_____
	b. Unaided	_____

5. Understand heteronyms _____

6. Enrich imagery _____

II. Show competence in use of word attack skills

A. Understand phonetic and structural characteristics of words

1. Initial consonants--word families--simple endings _____

2. Consonant blends and short and long vowels _____

3. Syllabication, prefixes, suffixes _____

4. Vowel teams _____

B. Review vowel rules

1. When there is only one vowel in a word or syllable, the vowel is short _____

2. When there are two vowels in a word or syllable, the first vowel is long and the second is silent _____

3. When there are two vowels together, the first vowel is long and the second is silent ("ou" an exception) _____

C. Review syllabication rules

1. Each syllable must have a vowel and a single vowel can be a syllable _____

2. The root word is a syllable and not divided _____

3. Blends are not divided (th, str, wh, etc.) _____

4. Suffixes and prefixes are syllables _____

5. Suffix--ed if preceded by a single d or t usually forms separate syllable (test/ed) _____

6. If vowel in a syllable is followed by only one consonant, the syllable ends with a vowel _____

7. If a vowel in a syllable is followed by two consonants, the syllable ends with the first consonant _____

D. Review accent rules

1. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix _____

2. In most two syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented _____

3. Beginning syllables de, re, be, er, in, and a, are usually not accented _____

4. When a suffix is added, the accent falls on or within the root word _____

5. Endings that form syllables are usually unaccented _____

6. When a final syllable ends in le, that syllable is not usually accented _____

E. Practice using possessives _____

F. Practice using contractions _____

G. Use dictionary skills _____

H. Use the glossary _____

I. Recognize silent letters _____

III. Read with comprehension and accuracy

A. Apply critical thinking and make judgments _____

B. Find main ideas

1. Choose or compose titles _____

2. Outline reports and take notes _____

3. Recognize and discuss in relation to stories _____

r. See relationships of main and subordinate ideas _____

5. Write summary statements _____

C. Recognize sequences of ideas

1. Arrange and recall events in sequence _____

2. Understand the story plot and continuity _____

D. Find details

1. Discover and compare character traits _____

2. Find factual information _____

3. Recall specific details _____

4. Recognize details that support the main idea _____

5. Verify answers and opinions _____

E. Read creatively

1. Appreciate imagery _____

2. Express points of view and personal reactions _____

3. Interpret attitudes, qualities, and emotions _____

4. Make comparisons and inferences _____

5. Sense the mood of story _____

6. Recognize author's point of view _____

F. Discuss, interpret, and appreciate writing style _____

G. Locate information

1. Use reference materials in reading

a. Graphs _____
b. Maps--Reading and interpreting in detail _____
c. Encyclopedias--Locating materials or research _____
d. Headings and other typographical aids _____

2. Use library skills

a. Card catalogs (cross references) _____
b. Book classification _____
c. Care of books and other materials _____
d. Use filmstrips, Earphones, etc. with skill and care _____

3. Use periodicals or sources of information effectively _____

IV.	Demonstrate ability to read well orally	A. Practice choral reading and poetry	
		1. Pronunciation	_____
		2. Phrasing	_____
		3. Rhymes	_____
		4. Interpretations	_____
		B. Exemplify listening appreciation	_____

C O M M U N I C A T I O N S S K I L L S

CREATIVE WRITING

PHASES I, II, & III

Pupil's Name _____

Beginning Date - PHASE I _____

Completion Date - PHASE I _____

Beginning Date - PHASE II _____

Completion Date - PHASE II _____

Beginning Date - PHASE III _____

Completion Date - PHASE III _____

Standards of Achievement in Creative Writing for

Phase I

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
I. Demonstrate the ability to produce language symbols accurately	A. Apply rules of capitalization	
	1. Proper nouns	_____
	2. I	_____
	3. Sentence beginning	_____
	B. Use correct punctuation	
	1. Use a period correctly in ending sentence	_____
	2. Use a question mark correctly in ending sentence	_____
II. Use correct manuscript form	A. Head all written papers correctly according to locally prescribed form	_____
	B. Leave margins as prescribed	_____
	C. Write in manuscript lettering neatly	_____
III. Exemplify ability to organize ideas	A. Stick to the point	_____
	B. Express ideas or facts in order of time sequence	_____
IV. Demonstrate an attitude toward free expression in writing	A. Formulate prose and poetry on his level	_____
	B. Evaluate his writing progress through self-analysis	_____
	C. Write stories and poems from pictures	_____

D. Write stories and poems from past experiences and about his family and/or pets _____

E. Act out class written plays _____

III.	Demonstrate ability in correct use of capital letters and punctuation marks-	A. Capitalize first word in a sentence	_____
		B. Write words I and O in capitals	_____
		C. Capitalize proper names	_____
		D. Capitalize titles	_____
		E. Use the period, question mark, exclamation mark, and comma correctly	_____
IV.	Demonstrate good spelling habits	A. Use research methods for finding correct spellings	_____
		B. Proofread written work	_____

Phase III

Goals	Skills	Evaluation
Continue and refine previous phase		
I. Demonstrate a desire for creative self expression and communication through all aspects of creative writing	A. Use creative expression of ideas and feelings	
	1. Use color and mood words	_____
	2. Use descriptions and terms accurately	_____
	B. Employ a fluent writing vocabulary	_____
II. Exemplify ability to think up plot ideas, narrative paragraphs, and simple plays	A. Use variety in sentence structure	_____
	B. Write simple plays	_____
	C. Use both direct and indirect discourse	_____
III. Demonstrate organization of thoughts and ideas	A. Observe and describe related ideas	_____
	B. Understand a paragraph is restricted to a single topic	_____
IV. Grow in responsibility for self-evaluation	A. Maintain and further previously taught skills	_____
	B. Rewrite when necessary	_____

C O M M U N I C A T I O N S S K I L L S

HANDWRITING

PHASES I, II, & III

Pupil's Name _____

Beginning Date - PHASE I _____

Completion Date - PHASE I _____

Beginning Date - PHASE II _____

Completion Date - PHASE II _____

Beginning Date - PHASE III _____

Completion Date - PHASE III _____

Standards of Achievement in Handwriting for

Phase I

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
I. Exemplify a desire to write	A. Demonstrate confidence in the use of writing tools	_____
	B. Distinguish vertical, horizontal, circular and slanting strokes	_____
II. Demonstrate muscular coordination	A. Construct printed symbols	_____
	B. Distinguish right and left	_____
	C. Gain muscular coordination by:	
	1. tracing	_____
	2. working with clay	_____
	3. chalkboard exercises	_____
	4. drawing, etc.	_____
III. Exhibit habits of neatness and legibility	A. Identify proper body position	_____
	B. Demonstrate proper paper and pencil position	_____

Phase II

Goals	Skills	Evaluation
Continue and refine previous phase		
I. Understand that handwriting skills are acquired through practice of proper techniques	A. Demonstrate proper relationship between body adjustment and efficient writing production	_____
	B. Make the transition from manuscript to cursive writing in an orderly manner	_____
II. Distinguish between the sizes of letters correctly	A. Form tall, middle sized, and small letters correctly	_____
	B. Demonstrate knowledge of the correct beginning and ending points of letters	_____
III. Demonstrate proper spacing and formation of letters and words	A. Space letters and words according to prescribed practices	
	1. within letters	_____
	2. between letters	_____
	3. between words	_____
	4. between lines	_____
	3. Form all small and capital letters correctly	_____
IV. Organize a set of standards for self-evaluation	A. Proofread all work	_____
	B. Compare previously written work for:	
	1. neatness	_____
	2. legibility	_____
	3. spacing and formation	_____
	4. organization	_____

Phase III

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Show growth in handwriting	A. Use different styles or forms of writing as needed	_____
	B. Make charts and other illustrative materials	_____
	C. Experiment with different tools and techniques	_____
	D. Write fluently and legibly	_____
II. Show standards of correct self-evaluation	A. Proofread papers	_____
	B. Reorganize and rewrite papers	_____
	C. Use reference materials	_____
	D. Set up criteria for formation evaluation	_____

C O M M U N I C A T I O N S S K I L L S

SPEAKING

PHASES I, II, & III

Pupil's Name _____

Beginning Date - PHASE I _____

Completion Date - PHASE I _____

Beginning Date - PHASE II _____

Completion Date - PHASE II _____

Beginning Date - PHASE III _____

Completion Date - PHASE III _____

Standards of Achievement in Speaking for

Phase I

Through a variety of experiences and materials geared toward individual needs and interests, it is hoped that each child will be able to:

Goals	Skills	Evaluation
I. Demonstrate proper speech habits	A. Refrain from using "baby talk"	_____
	B. Wait for his turn in speaking	_____
	C. Avoid unnecessary shouting but speak so he can be heard	_____
	D. Group words in phrases	_____
	E. Enunciate distinctly	_____
	F. Demonstrate a pleasant speaking tone	_____
II. Organize ideas and express them orally	A. Share experiences	_____
	B. Listen to others and ask questions	_____
	C. Describe a group activity step by step	_____
	D. Complete open-end sentences	_____
	E. Demonstrate simple introductions	_____
III. Interpret the speaking skills demanded by creative activity	A. Measure rhythmic patterns	_____
	B. Enjoy verse speaking	_____
	C. Participate in role-playing	_____
	D. Construct an ending to a story read, but not finished	_____

Phase II

Continue and refine previous phase

Goals	Skills	Evaluation
I. Demonstrate proper speech habits	A. Speak clearly with emphasis	
	1. Pronunciation	_____
	2. Enunciation	_____
	3. Audibility	_____
	B. Demonstrate use of increased vocabulary	_____
	C. Use words that express sound, sight, and feeling	_____
	D. Demonstrate acceptable word usage	_____
	E. Interpret meaning by tone, volume, and inflection	_____
II. Organize ideas and express them orally	A. Participate in conversation and discussion freely	_____
	B. Share reports with others concerning his observations and experiences	_____
	C. Choose words carefully which express the ideas to be conveyed	_____
III. Interpret the speaking demanded by creative activity	A. Conduct simple interviews	_____
	B. Recite poetry, tell riddles, stories, and do impersonations in an interesting manner	_____
	C. Construct dialogue for puppet plays	_____

Phase III

Continue and refine previous phase

Goals	Skills	Evaluation
I. Demonstrate proper speech habits	A. Avoid illiterate usage, "and-a", and run-on sentences	_____
	B. Pronounce words clearly	_____
	C. Adjust voice to mood of content	_____
	D. Speak with energy and directness	_____
	E. Use grammar correctly	_____
II. Organize ideas and express them orally	A. Organize ideas	_____
	B. Stay with topic	_____
	C. Use parliamentary procedure	_____
	D. Use clues to solutions in talking	_____
III. Interpret the speaking skills demanded by creative activity	A. Express himself in a group with poise, confidence, and self-assurance	_____
	B. Use expressive language	_____
	C. Enjoy story telling	_____
	D. Dramatize stories and other experiences	_____
	E. Express moods	_____
	F. Verbalize easily and satisfactorily when using mechanical recording or voice projection devices	

C O M M U N I C A T I O N S S K I L L S

LISTENING

PHASES IV, V, & VI

Pupil's Name _____

Beginning Date - PHASE IV _____

Completion Date - PHASE IV _____

Beginning Date - PHASE V _____

Completion Date - PHASE V _____

Beginning Date - PHASE VI _____

Completion Date - PHASE VI _____

Phase IV

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate ability to discriminate auditorily	A. Listen attentively to others' point of view	_____
	B. Recognize verbs when heard	_____
	C. Determine voiced and voiceless initial sounds	_____
	D. Recognize root and word forms when spoken	_____
	E. Show an understanding of speaker's purpose	_____
	F. Concentrate on what a speaker is saying for a limited amount of time	_____
II. Exhibit attitudes, interests, and appreciations in listening	A. Demonstrate the ability to listen for	
	1. main idea	_____
	2. sequence of events	_____
	3. points of view	_____
	B. Critically appraise what is heard	_____

Phase V

Goals	Skills	Evaluation
Continue and refine previous phase		
I. Demonstrate ability to discriminate auditorily	A. Adjust to distractions and listen attentively at varied distances for longer periods of time	_____
	B. Recognize dialect differences	_____
	C. Recognize effective speech	_____
	D. Practice acceptable listening standards	_____
	E. Recognize syllables from hearing words	_____
	F. Recognize common musical patterns	_____
	G. Recognize oral clues	_____
II. Exhibit attitudes, interests, and appreciations in listening	A. Maintain and refine previously taught skills	_____

Phase VI

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate the ability to discriminate auditorily	A. Grasp clues to meaning from syntax	_____
	B. Perceive the component sounds of our language	_____
	C. Evaluate ideas and make judgments	_____
	D. Detect clues that show a speaker's main points and organize them into sequence according to their importance	_____
	E. Show marked degree of sensitivity to phrasing, cadence, inflection, and emphasis	_____
	F. Form sensory images from oral descriptions	_____
	G. Interpret what one hears from direct and inferred meanings	_____
	H. Listen to facts, judge them in light of past experiences and knowledge, and make inferences	_____
II. Exhibit attitudes, interests, and appreciations in listening	A. Maintain and further develop previously taught skills	_____

C O M M U N I C A T I O N S S K I L L S

LISTENING

PHASES IV, V, & VI

Pupil's Name _____

Beginning Date - PHASE IV _____

Completion Date - PHASE IV _____

Beginning Date - PHASE V _____

Completion Date - PHASE V _____

Beginning Date - PHASE VI _____

Completion Date - PHASE VI _____

Phase IV

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate ability to discriminate auditorily	A. Listen attentively to others' point of view	_____
	B. Recognize verbs when heard	_____
	C. Determine voiced and voiceless initial sounds	_____
	D. Recognize root and word forms when spoken	_____
	E. Show an understanding of speaker's purpose	_____
	F. Concentrate on what a speaker is saying for a limited amount of time	_____
II. Exhibit attitudes, interests, and appreciations in listening	A. Demonstrate the ability to listen for	
	1. main idea	_____
	2. sequence of events	_____
	3. points of view	_____
	B. Critically appraise what is heard	_____

Phase V

Goals	Skills	Evaluation
	Continue and refine previous phase	
I. Demonstrate ability to discriminate auditorily	A. Adjust to distractions and listen attentively at varied distances for longer periods of time	_____
	B. Recognize dialect differences	_____
	C. Recognize effective speech	_____
	D. Practice acceptable listening standards	_____
	E. Recognize syllables from hearing words	_____
	F. Recognize common musical patterns	_____
	G. Recognize oral clues	_____
II. Exhibit attitudes, interests, and appreciations in listening	A. Maintain and refine previously taught skills	_____

Phase VI

Goals	Skills	Evaluation
Continue and refine previous phase		
I. Demonstrate the ability to discriminate auditorily	A. Grasp clues to meaning from syntax	_____
	B. Perceive the component sounds of our language	_____
	C. Evaluate ideas and make judgments	_____
	D. Detect clues that show a speaker's main points and organize them into sequence according to their importance	_____
	E. Show marked degree of sensitivity to phrasing, cadence, inflection, and emphasis	_____
	F. Form sensory images from oral descriptions	_____
	G. Interpret what one hears from direct and inferred meanings	_____
	H. Listen to facts, judge them in light of past experiences and knowledge, and make inferences	_____
II. Exhibit attitudes, interests, and appreciations in listening	A. Maintain and further develop previously taught skills	_____

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